

Module 9: Work as Therapy and Education

Preparation Checklist

- ☐ Review Getting Started (page 9) for preparation information.
- ☐ Review Module 9, including Resource Sheets, Summary of Module 9, and Review of Module 9.
- ☐ Review the following recommended reference:
 - De Leon, George. *The Therapeutic Community: Theory, Model, and Method*. New York: Springer Publishing Company, Inc., 2000. Chapter 9.
- ☐ Write on newsprint the following:

New TC Residents:

 - Mistrust and lack respect for authority
 - Lack interpersonal skills
 - Have poor work habits and a poor work ethic
 - Have poor self-esteem
 - Have a pessimistic outlook on life and the future (“Life is terrible, and everyone is against me.”)
 - Have a rebellious attitude (“No one tells me what to do.”)
 - Lack emotional self-management (e.g., are easily irritated, passive, aggressive)
 - Use drugs or alcohol to cope with stress at work.
- ☐ In addition to the materials listed in Getting Started, assemble the following for Module 9:
 - Poster board
 - Crayons or markers
 - A list of your TC’s resident jobs and job descriptions; one copy for each participant.

Module 9 Goal and Objectives

Goal: To understand that the primary purpose of work in a TC is to reveal and address residents' attitudes, values, and emotional growth issues.

Objectives: Participants who complete Module 9 will be able to

- State the primary purpose of work in a TC
- State at least two ways work in a TC benefits residents
- Describe at least three ways staff members can promote healing and learning for residents through work
- Explain the way residents progress through the peer work hierarchy
- Explain the purpose of the structure board
- Explain the rationale for work-related decisions in terms of the TC views of the disorder, the person, recovery, and right living.

Content and Timeline

Introduction	20 minutes
Presentation: The Value of Work in the TC	30 minutes
Presentation: How Staff Members Can Promote Healing and Learning Through Work	15 minutes
Presentation: Peer Work Structure and Hierarchy	20 minutes
Break	15 minutes
Exercise: Case Study of Ray at Work	45 minutes
Presentation: The Structure Board	10 minutes
Exercise: The Structure Board	45 minutes
Presentation: Work-Related Decisionmaking	30 minutes
Summary and Review	20 minutes
Journal Writing and Wrapup	20 minutes
Total Time	4 hours, 30 minutes

TCC MODULE 9



20 minutes



OH #9-1



Introduction

Distribute and review the Module 9 agenda.

If you are conducting Module 9 as a stand-alone session or if you have just completed presenting Module 8, skip the following Module 8 review.

Review

Ask participants what they remember from Module 8. Ensure that the following topics are reviewed:

- Community tools: Reinforcers and sanctions
- TC groups
- Group tools
- Encounter groups.

Ask participants whether they have any questions or have had any thoughts about Module 8.

Module 9 Goal and Objectives

Ask participants to turn to page PM 9-1 of their Participant's Manuals.

Present the goal and objectives of Module 9.

Goal: To understand that the primary purpose of work in a TC is to reveal and address residents' attitudes, values, and emotional growth issues.

Objectives: Participants who complete Module 9 will be able to

- State the primary purpose of work in a TC
- State at least two ways work in a TC benefits residents
- Describe at least three ways staff members can promote healing and learning for residents through work
- Explain the way residents progress through the peer work hierarchy
- Explain the purpose of the structure board
- Explain the rationale for work-related decisions in terms of the TC views of the disorder, the person, recovery, and right living.

TCC MODULE 9



30 minutes



OH #9-2

Presentation: The Value of Work in the TC

Introduce the topic of work in the TC and explain that in most TCs nearly all of the tasks necessary for the daily functioning of the TC are performed by TC residents, with supervision from staff.

Emphasize that although residents perform tasks necessary to the TC, the primary purpose of work in a TC is to reveal and address residents' attitudes, values, and emotional growth issues.

Explain that

- Work as therapy and education is a hallmark of the TC approach.
- In non-TC approaches, clients receive treatment before going back to work and work is considered separate from treatment.
- In the TC perspective, work is an essential element of treatment; observing how a resident behaves at work reveals underlying issues.
- A resident's ability to work successfully in mainstream society is critical to the TC's "whole person" concept of recovery.



Refer participants to the prepared newsprint and explain that new residents typically exhibit one or more of the following characteristics:

- Mistrust and lack respect for authority
- Lack interpersonal skills
- Have poor work habits and a poor work ethic
- Have poor self-esteem
- Have a pessimistic outlook on life and the future ("Life is terrible, and everyone is against me.")
- Have a rebellious attitude ("No one tells me what to do.")
- Lack emotional self-management (e.g., are easily irritated, passive, aggressive)
- Use drugs or alcohol to cope with stress at work.



Refer participants to page PM 9-5, Resource Sheet #9-1: Case Study of Ray at Work, Part I, in their Participant's Manual.

Allow a few minutes for participants to read the Resource Sheet.

Ask participants to identify which of the characteristics listed above apply to Ray and to give examples.

Explain that work in the TC is used to

TCC MODULE 9



OH #9-3

- Shape personal behavior
- Promote positive interpersonal relationships
- Create a sense of community
- Instill attitudes that promote right living
- Teach job skills as residents prepare to leave the TC.

Note that work in a TC benefits residents in important ways:

- Residents can practice work skills in a controlled and structured setting.
- Residents are in an environment where it is safe to act out, discuss their feelings, and increase their self-awareness.
- The work hierarchy and the fact that residents are responsible for the functioning of the TC increase a resident's sense of affiliation with the community.
- Residents are challenged continually to change by being assigned to jobs with increasing performance demands and expectations.
- The TC work hierarchy approximates the real world of work; moving up in the TC work hierarchy requires skills similar to those needed to advance in a job or career in the outside world.

Ask an experienced staff member to describe a situation that illustrates how a resident has benefited from work in the TC.



15 minutes



OH #9-4

Presentation: How Staff Members Can Promote Healing and Learning Through Work

Explain that the role of staff members in promoting healing and learning through work involves

- *Thoughtful assignment of members to job functions:* Staff members must consider
 - The resident's developmental needs
 - The specific challenges and learning opportunities provided by each job in the community.
- *Encouraging self-help:* Staff members must not do the work for the residents even when staff members feel rushed or have the need to be needed.
- *Acting as a role model:* Residents observe staff members' work habits, work ethic, and how staff members

TCC MODULE 9

- Dress at work
- Relate to other staff members
- Manage their emotions.
- *Educating and explaining:* Staff members must take the time to explain the peer work hierarchy and what is expected of residents.
- *Promoting the community-as-method approach and mutual self-help.*
- *Helping residents be role models:* Staff members encourage
 - Motivation
 - Achieving one's personal best
 - Cooperating and working with others as a team
 - Friendly and healthy competition
 - Respect toward subordinates and superiors
 - Adhering to a work ethic
 - Conflict resolution.

Ask participants for examples of how they promote healing and learning through work in their particular staff member role.



20 minutes



OH #9-5

Presentation: Peer Work Structure and Hierarchy

Give each participant a copy of your TC's resident job descriptions, and refer to it (as necessary) for examples in each area of the hierarchy.

Discuss that residents progress through the following peer work structure and hierarchy:

Crewmember

- When TC residents first enter the community, they are assigned to a specific crew.
- They are asked to perform simple tasks and are assessed by staff members to determine their attitudes, personal and work habits, and basic self-management skills, such as
 - Following directions
 - Accepting the authority of a supervisor.

Ask participants to name the various crews in their TC work hierarchy and to give examples of work tasks.

TCC MODULE 9

Crew leader (sometimes called assistant department heads or ramrods)

- \$ When residents show initiative and the willingness to take on more responsibility, they are assigned to be crew leaders and given responsibility for supervising other residents.
- \$ Crew leaders focus on improving work relations and self-management, while developing a good work ethic.

Ask participants for examples of the responsibilities of crew leaders in their TC.

Advanced peer leadership

- \$ Residents who have performed well in crews or as crew leaders may advance to more responsible positions such as expeditor, department head, or coordinator.
- \$ Residents in these positions are considered peer leaders who are role models for right living.

Ask participants for examples of the responsibilities residents have when in peer leadership positions.

Junior staff trainee candidate

- Many TCs allow eligible residents to become candidates for training as junior staff members in the final stage of the TC program.

Ask participants what criteria are used to determine a resident's eligibility for junior staff member training in their TC.



45 minutes



Exercise: Case Study of Ray at Work

Refer participants to page PM 9-5, Resource Sheet #9-1: Case Study of Ray at Work, Part II, in their Participant's Manual.

Introduce the exercise by explaining that

- The purpose of the exercise is to reinforce how staff members promote the TC healing and learning processes for residents through work.
- Participants will work in small groups to discuss what they would do to help Ray in each aspect of the peer work structure and hierarchy.

Assign one or more scenarios to each small group for discussion.

TCC MODULE 9



OH #9-6



Ask each group to select

- A facilitator to keep track of time and encourage each participant to contribute to the discussion
- A reporter to take notes and present the group consensus for each question
- An observer to be aware of the small-group dynamics and comment on it.

Allow 15 minutes for each group to discuss how they would

- Encourage self-help
- Be a role model
- Educate and explain
- Promote the community-as-method approach and mutual self-help.

Allow 15 minutes for reporters to present summaries of the discussions and observers to report what they observed.

Allow 5 minutes for participants to answer the following questions:

- How did you feel during the exercise?
- What did you notice about yourself during the exercise?

Thank participants for sharing.

Allow 5 minutes for participants to write in their journals. Possible subjects include

- How do you see the role of work in your TC?
- What do you consider your strengths as a role model for work?

Review by asking participants to

- Explain the primary purpose of work and how work in a TC benefits residents
- Describe ways staff members can promote healing and learning for residents through work
- Explain how residents progress through the peer work structure and hierarchy.

Emphasize that the primary purpose of work in a TC is to reveal and address residents' attitudes, values, and emotional growth issues.

Ask participants whether they have any questions about what has been discussed so far.

TCC MODULE 9



10 minutes

Presentation: The Structure Board

Explain that the structure board

- Is a large visual representation of the TC social structure
- Is placed in a highly visible location, such as outside the coordinator's office or in the lounge
- Enhances residents' sense of belonging in the TC
- Includes
 - Residents' names
 - Their work positions
 - Their program stage and phase of treatment.

If you have been using job assignments as part of this training, use that structure board as an example. Ask participants: Has having a job assignment enhanced your experience in the training community?



45 minutes

**Exercise: The Structure Board**

Ask participants to join their small groups.

Refer participants to page PM 9-8, Resource Sheet #9-2: The Structure Board.

Give each group a piece of poster board and markers.

Ask participants to use the Resource Sheet as a guide and work together to re-create their TC's structure board (or a composite if members are from two or more TCs) on the poster board.

Ask participants to discuss in their groups how residents move from one job assignment to the next in their TC.

Allow 20 minutes for participants in small groups to complete their structure board.

Allow 20 minutes for participants to present their boards and a summary of how residents move from one job assignment to the next in their TC.

Ask participants whether they have any questions or comments.

TCC MODULE 9



30 minutes



OH #9-7

Presentation: Work-Related Decisionmaking

Explain that the work structure and hierarchy in the TC represent levels of responsibility and leadership that

- Facilitate incremental behavior change
- Reward positive behavior
- Maintain community activities on a daily basis.

Note that

- Job assignments and promotions must be made based on the learning needs of the resident.
- Progression in the work hierarchy depends on the behavior and attitudes of the resident while working, as well as his or her participation in all aspects of community life.
- Staff members may decide to reassign a resident to a position with lesser status if necessary. For example:

An introverted resident who lets other residents push him around may be given the position of expeditor. The resident would then be responsible for monitoring and directing resident activity, which would help him become more assertive.

A resident who becomes overconfident or condescending may be placed in a position of lesser status, where she must take direction from others. The decision to place the resident in a lower position serves as a reminder that she must be a role model for others and provides an opportunity for her to cope with "healthy discomfort."

- Decisions must be made on the basis of what is the best learning experience for the resident, not what benefits the community.

Ask participants for examples of when it might be tempting to keep a resident in a position *longer* than it benefits him or her.

Ask participants for examples of when it might be tempting to remove a resident from a position *earlier* than would benefit him or her because it is causing difficulties for staff members.

Emphasize that staff members must explain their decisions in terms of the TC views of the disorder, the person, recovery, and right living.

TCC MODULE 9

Ask participants for examples of recent work-related decisions they have made or observed.

Invite participants to discuss these decisions in terms of the TC views.

Ask participants whether they have any questions about what has been discussed in this session.



20 minutes



Summary and Review

Review the topics presented in this module.

Ask participants to gather in their small groups.

Refer participants to page PM 9-9, Summary of Module 9.

Instruct participants to read the summary either individually or in their small groups.

Refer participants to page PM 9-12, Review of Module 9.

Instruct participants to work with their small groups to answer the questions on Review of Module 9. Explain that this review is a way for participants to assess and consolidate their learning.

Allow 10 minutes for the small-group review.

Ask participants what they learned in this session, and facilitate discussion.



20 minutes



OH #9-8




Journal Writing and Wrapup

Journals

Instruct participants to take 5 minutes to write in their journals. Possible subjects are

- How has your TCC work assignment contributed to or enhanced your experience as part of the training community?
- How are you feeling about the training community at this point?

TCC MODULE 9	
	<p>Wrapup</p> <p>Wrap up the session by asking participants whether they have any questions or would like to share their thoughts and feelings about Module 9 or the training in general. Note that participants may say anything on their mind.</p> <p>Allow time for participants to respond.</p> <p>Conduct one of the following completion activities:</p> <ul style="list-style-type: none"> • Ask each participant to say something positive about the person sitting to his or her right. • Ask each participant what he or she would like to be acknowledged for, and acknowledge the person.
 <p>OH #9-9</p>	<p>Pework for Module 10: Stages of the TC Program and the Phases of Treatment</p> <p>Ask participants to read Resource Sheet #10-1: Case Study of Marcus Advancing Through the TC Program Stages.</p>

Resource Sheet #9-1: Case Study of Ray at Work

Review page PM 3-5, Resource Sheet #3-1: Case Study of Ray—Disorder of the Whole Person.

Ray's Work-Related Behaviors When He First Entered the TC

Personal habits: Ray was notorious for being late to work and often had an unkempt appearance.

Work habits: Ray's work performance was inconsistent and unpredictable. He frequently had to be reminded of scheduled meetings and deadlines.

Interpersonal relationships: Ray was rebellious and quick to start arguments with his coworkers. He complained about his boss to his coworkers but would not talk at staff meetings.

Self-management: Ray was frustrated when customers did not order immediately after his sales presentation. He wanted instant success and would not accept suggestions about how to develop a long-term sales strategy.

Work values: Ray's attitude toward work was erratic. At times he appeared motivated and performed fairly well; at other times he cut corners and did not follow up according to company procedures. His primary motivation to work was to make money so he could buy drugs.

Part I

Which of the following characteristics of new TC residents do you think apply to Ray?

- Mistrust and lack of respect for authority
- Lack of interpersonal skills
- Poor work habits and a poor work ethic
- Poor self-esteem
- A pessimistic outlook on life and the future ("Life is terrible, and everyone is against me.")
- A rebellious attitude ("No one tells me what to do.")
- Lack of emotional self-management (e.g., easily irritated, passive, aggressive)
- Use of drugs or alcohol to cope with stress at work.

Part II

Read the scenarios assigned to your group and decide as a group how you could

- \$ Encourage self-help
- \$ Be a role model
- \$ Educate and explain
- \$ Promote community-as-method and mutual self-help.

Scenarios

Scenario 1: Crewmember

During Ray's first weeks in the TC he received extensive instruction from staff about the essential elements of the TC approach.

Ray worked as a kitchen crewmember for 5 weeks and was inconsistent in his work performance. He was unable to control his emotions on several occasions and was unable to communicate well with others.

Ray received considerable attention from staff members and was made aware of his unreliable performance and the consequences this behavior had on others. He was held accountable in his encounter groups.

Scenario 2: Crew Leader

Ray advanced to crew leader when he demonstrated more responsible and consistent behavior as a crewmember.

As crew leader, Ray was presented with many opportunities to learn how to be responsible and accountable and to manage others. Staff members presented situations to him that furthered his self-knowledge and revealed underlying problems.

In his encounter group sessions, Ray became more aware of how his behavior affected others.

Scenario 3: Expediter

After 1 month of serving as a crew leader, Ray was becoming committed to the community and showing concern for the welfare of others. He was promoted to expeditor, which provided the opportunity to reinforce TC rules and principles.

In the role of expeditor, Ray was trained to observe others and to report problems, such as when rules were broken or when someone had a problem relating to authority or to staff members. Ray became familiar with all aspects of the TC. He learned how to cope with disapproval and criticism from his peers and how to hold others accountable.

He observed how staff members and senior residents spoke to new residents and started imitating their behavior and repeating their words. In his encounter groups, Ray became aware of the effect on others when he failed to report misbehavior or did not complete his reports accurately and on time.

Ray gradually learned to be responsible for himself and others.

Scenario 4: Department Head

After 1 month as an expeditor, Ray demonstrated readiness to accept direct responsibility for an area of work and staff supervision to strengthen his management skills for the outside world.

The role of department head provided opportunities for Ray to be tested in all areas, including his relationship with others, self-management, and work values. It allowed him to be tested on underlying personal issues that had surfaced over the past several months.

In the TC, residents keep meticulous records of all events. Each activity that occurs is reported in writing. In his role as department head, Ray reviewed the logs every day to ensure that incidents were handled appropriately.

As department head, Ray was faced with a turning point decision: “Am I part of this community, or will I continue to seek instant gratification and to evade responsibility?”

Ray began to feel responsible for maintaining the TC as a healthy and safe community. He realized that he did not need staff members to watch him constantly to make sure he was acting responsibly.

Scenario 5: Coordinator

After 2 months of serving as department head and successfully resolving an intense conflict with a new resident, Ray was promoted to coordinator. He demonstrated that he could walk the walk and talk the talk.

In his role as coordinator, Ray directly supervised expeditors, led meetings, reviewed resident schedules, and was involved in disciplinary actions.

Ray served as a successful resident role model, which enhanced his self-identity and helped new residents.

Although Ray achieved the highest ranking resident management position, he still performed a wide range of tasks, such as mopping floors, conducting room runs, and serving food. He demonstrated proper procedures and was learning to be a consistent role model for others.

Ray learned to handle his newly acquired status, power, and independence while continuing his personal growth through self-reflection and guidance from peers and staff.

Ray became eligible for junior staff training.

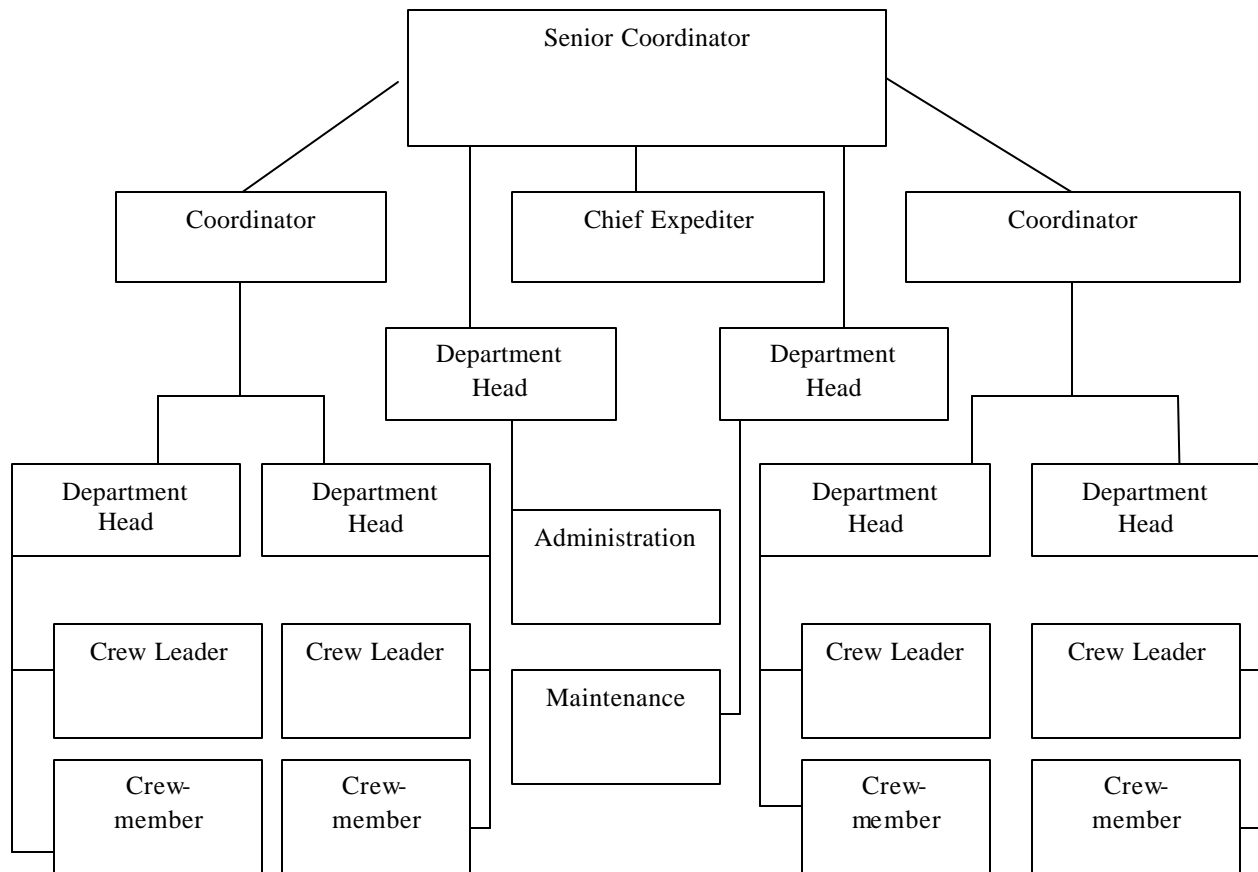
Resource Sheet #9-2: The Structure Board

Instructions

Using this Resource Sheet as a guide, construct a structure board for your facility, including:

- The titles used in your facility
- The first names of the people currently serving in those positions.

Add positions, departments, and crews that exist in your facility.



Summary of Module 9

Work as therapy and education is a hallmark of the TC approach. In non-TC approaches, clients receive treatment before going back to work, and work is considered separate from treatment. In the TC perspective, work is an essential element of treatment; observing how a resident behaves at work reveals underlying issues. A resident's ability to work successfully in mainstream society is critical to the TC's "whole person" concept of recovery.

The Value of Work in the TC

Although residents perform tasks necessary to the TC, the primary purpose of work in a TC is to reveal and address residents' attitudes, values, and emotional growth issues.

Work in the TC is used to

- Shape personal behavior
- Promote positive interpersonal relationships
- Create a sense of community
- Instill attitudes that promote right living
- Teach job skills as residents prepare to leave the TC.

Work in a TC benefits residents in many ways:

- Residents can practice work skills in a controlled and structured setting.
- Residents are in an environment where it is safe to act out, discuss their feelings, and increase their self-awareness.
- The work hierarchy and the fact that residents are responsible for the functioning of the TC increase a resident's sense of affiliation with the community.
- Residents are challenged continually to change by being put in job situations with increasing performance demands and expectations.
- The TC work hierarchy approximates the real world of work; moving up in the TC work hierarchy requires skills similar to those needed to advance in a job or career in the outside world.

How Staff Members Promote Healing and Learning Through Work

Staff members are expected to

- *Encourage self-help:* Staff members must not do the work for residents even when the staff members feel rushed or have a need to be needed.
- *Be a role model:* Residents observe staff members' work habits, work ethic, and how they
 - Dress at work

- Relate to other staff members
 - Manage their emotions.
- \$ *Educate and explain:* Staff members must take the time to explain what is expected of residents and the peer work hierarchy.
- \$ *Promote the community-as-method approach and mutual self-help.*
- *Encourage residents to be responsible and productive workers.*
 - *Change job assignments of residents regularly:* Residents need to explore different roles, new experiences, and increasing levels of responsibility.
 - *Help residents be role models:* Staff members encourage
 - Motivation
 - Achieving one's personal best
 - Cooperating and working with others as a team
 - Friendly and healthy competition
 - Respect toward subordinates and superiors
 - Adhering to a work ethic
 - Conflict resolution.

Peer Work Structure and Hierarchy

The TC provides an orderly and rational process for residents to progress through the peer work structure and hierarchy, as follows:

- \$ *Crewmember:* When TC residents first enter the community, they are assigned to a specific crew. They are asked to perform simple tasks and are assessed to determine their attitudes, personal and work habits, and basic self-management skills, such as following directions and accepting supervisor's authority.
- \$ *Crew leader:* When residents have shown initiative and the willingness to take on more responsibility, they may be assigned to be crew leaders and given responsibility for supervising other residents. Crew leaders focus on improving work relations and self-management, while promoting a strong work ethic.
- \$ *Advanced peer leadership:* Residents who have performed well in crews or as crew leaders may advance to more responsible positions such as expeditor, department head, and coordinator. In these positions, residents are responsible for maintaining the safety and healing environment of the TC by making sure rules are followed and systems are maintained. They are considered peer leaders who are role models for right living.
- \$ *Junior staff trainee candidate:* Many TCs allow eligible residents to become candidates for training as junior staff members in the final treatment phase.

The Structure Board

The structure board is a visual representation of the TC structure and is placed in a highly visible location, such as outside the coordinator's office or in the lounge. The board includes residents'

names, their work positions, and their program stage and phase of treatment. Being included on the structure board enhances residents' sense of belonging to the TC.

Work-Related Decisionmaking

The work structure and hierarchy represent levels of responsibility (and leadership) that

- Facilitate incremental behavior change
- Reward positive behavior
- Maintain community activities on a daily basis.

Assignments and promotions are considered carefully for each resident. Progression (or regression) in the hierarchy depends on the behavior and attitudes exhibited by the resident while working, as well as his or her participation in other aspects of community life.

Staff members' decisions must be made on the basis of what is the best learning experience for the resident, not what benefits the community.

Review of Module 9

In your small group, discuss and quiz one another on the following (feel free to take notes on this page). Can you

- \$ State the primary purpose of work in a TC?

- \$ State at least three ways work in a TC benefits residents?

- \$ Describe at least three ways staff members can promote healing and learning for residents through work?

- \$ Explain the way residents progress through the peer work hierarchy?

- \$ Explain the purpose of the structure board?

- \$ Explain the rationale for work-related decisions in terms of the TC views of the disorder, the person, recovery, and right living?